

## EXTENSIONS OF REMARKS

### RECOGNIZING MURAL ARTIST MYRON C. NUTTING AND THE WAUWATOSA COMMUNITY

**HON. FORTNEY PETE STARK**

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

*Wednesday, March 2, 2005*

Mr. STARK. Mr. Speaker, as a graduate of Wauwatosa High School in a Wauwatosa, WI, I rise to pay tribute to Myron C. Nutting, a mural artist, whose work has been restored and will be rededicated on March 6, 2005, at my alma mater.

Myron Chester Nutting was born on October 18, 1890 in Panaca, NV, but moved to Milwaukee in 1934 to work as an art instructor at Layton School of Art under the Federal Arts Program. Before coming to Milwaukee, Nutting had lived and studied in Paris with expatriate artists and writers whom history has been labeled as the "lost generation." At the time, Nutting was considered among the top 15 Wisconsin artists with training both in America and Europe.

Nutting left Milwaukee in 1939, moving to southern California where his artistic life and reputation grew. He was a recognized portrait artist of many southern California clients, a critic and writer, and flourished as a lithographer, oil and water color artist. He died in Los Angeles in 1972.

Nutting had a close relationship with the controversial Irish writer James Joyce as evidenced by portraits he painted in the early 1920s of James Joyce's wife, Nora, their daughter Lucia, and the unfinished portrait of James Joyce himself. All three pieces as well as Mr. Nutting's other art work and personal papers are in collections at Northwestern University, the University of California at Los Angeles, the American Art Archives at the Smithsonian in Washington, and in dozens of smaller museums, galleries, and archives throughout the world.

With regard to his work in Wisconsin, Nutting was commissioned by Charlotte Partridge, State director of the Federal Arts Project at the time, to design and paint two oil-on-canvas murals at the then recently constructed Wauwatosa Senior High School. The work was started in January 1934 and completed the following June. The murals were originally hung on March 2, 1935, but were covered up during a renovation at the school in the mid-1970s. For unknown reasons, the murals were left unsigned. They remained covered up for 30 years until restoration work began 2 years ago when they were rediscovered.

On March 6, 2005, at Wauwatosa High School, the Wauwatosa Historical Society and the school district office will rededicate these two murals that have been beautifully restored in the main lobby of the school. These two 14' by 4' murals have been restored to their original museum quality and will be an important educational tool for the school's present and future generations.

More than 190 Wauwatosa High School alumni, as well as many members of the com-

munity, have donated more than \$125,000 to restore these historical art pieces.

These murals remain the property of the Federal Government and will be registered with the General Services Administration's office of fine arts, which acts as a steward for the preservation of these art pieces.

I join in honoring all alumni, students, the community of Wauwatosa, the many volunteers who have worked for many months to bring these artifacts back to their former glory, as well as the artist, Myron C. Nutting, for all their contributions to work and restoration of the mural pieces. These are all wonderful contributions to the school's valued history and tradition.

### RECOGNIZING THE BENEFITS AND IMPORTANCE OF SCHOOL-BASED MUSIC EDUCATION

SPEECH OF

**HON. RUSH D. HOLT**

OF NEW JERSEY

IN THE HOUSE OF REPRESENTATIVES

*Tuesday, March 1, 2005*

Mr. HOLT. Mr. Speaker, I rise in support of H. Con. Res. 45, legislation recognizing the benefits and importance of school-based music education. I was pleased to join my colleagues in passing this bipartisan proposal yesterday in the House of Representatives.

The advantages of studying music are not confined within the artistic sphere. Music education not only allows children a chance to create and appreciate all types of music, but it has been proven once and again that an awareness of the structure of music can actually help children do better in school. There is a growing amount of evidence indicating that young children who are exposed to the fundamentals of music develop stronger abstract reasoning skills, which are crucial for a broad understanding of mathematics and the sciences.

However, many of the advantages of music education cannot be quantified or studied with tests. The creative thinking and self-esteem that emerge from music education are essential for a full and meaningful life. Participation in music education can motivate students to become active members of the education process. Thirty-six percent of minority students reported their music teacher as their role model; a much higher percentage than any other discipline. As a teacher, I recognize this bond between teacher and student as one of the most important aspects of education itself.

In addition, music celebrates two of the most important values of our Nation; diversity and unity. By studying different cultures through the harmony of music, students are able to recognize the values that we all share. No other discipline embodies this spirit more than music education.

Mr. Speaker, music education enhances intellectual development and enriches the academic environment for children of all ages,

and as a result enriches our communities as well. I am proud to join with my colleagues in passing this bipartisan resolution in recognition of these facts.

### INTRODUCTION OF THE WOMEN, CHILDREN, AND INFANT TSU- NAMI VICTIM RELIEF ACT OF 2005

**HON. CAROLYN B. MALONEY**

OF NEW YORK

IN THE HOUSE OF REPRESENTATIVES

*Wednesday, March 2, 2005*

Mrs. MALONEY. Mr. Speaker, today I am introducing a bill that will help thousands of women, children, and families who have suffered since the horrific tsunami hit Asia on December 26, 2004. This bill, the Women, Children, and Infant Tsunami Victim Relief Act of 2005, authorizes \$3 million to the United Nations Population Fund, UNFPA, to provide severely needed urgent medical and health care to tsunami victims in Indonesia, the Maldives, and Sri Lanka.

UNFPA has made an urgent appeal to donor nations to raise \$27.5 million to provide relief to women in Indonesia, Sri Lanka, and the Maldives. Due to its extensive experience responding to emergencies, UNFPA was one of the first respondents in the tsunami-affected areas helping women.

More than 150,000 women are currently pregnant in the tsunami-affected areas, including 50,000 anticipated to give birth during the next 3 months. UNFPA is determined to enhance the likelihood of deliveries occurring in safe and clean conditions by providing emergency care, basic supplies, and helping to rebuild health care facilities.

Disasters put pregnant women at greater than normal risk because of the sudden loss of medical support, compounded in many cases by trauma, malnutrition, disease, or exposure to violence. In times of high stress, pregnant women are more prone to miscarriage or to premature labor, both of which require medical care.

UNFPA works to reduce maternal deaths and illnesses by providing prenatal care, delivery assistance, access to emergency obstetric care, and post-natal care. It provides services to avoid malnutrition, which frequently occurs after natural disasters when food supplies are unavailable or uneven. Vitamin and iron deficiencies, especially anemia, can be fatal for pregnant women and their babies. Nursing women require supplemental funding to ensure their health and that of their baby.

For example, in Sri Lanka, the UNFPA-supported maternal hospital was being flooded, and staff was able to move all patients but one premature infant to safety and it has set up a temporary facility to provide critical health services.

This bill specifies that the funds included can only be used by UNFPA to provide safe delivery kits—soap, plastic sheeting, razor

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